



## OFFICE OF PUBLIC INSTRUCTION

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### Grade 6 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a rich and varied reading and listening vocabulary</li><li>• Apply a variety of strategies (e.g., decode unknown words, use comprehension strategies) when reading literature and content area material</li><li>• Consistently apply complex thinking skills – identify a variety of purposes for reading, select appropriate reading material to meet a variety of purposes, compare and contrast information and begin to draw conclusions, make simple connections, make predictions, interpret stated and inferred main and subordinate ideas, identify important supporting details, and respond using a variety of modes to reading material,</li><li>• Compare and begin to analyze a variety of literary elements/devices</li><li>• Recognizes how authors use literary devices for various purposes</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a broad vocabulary at grade level</li><li>• Generally make predictions and connections</li><li>• Begin to identify inferred and stated main ideas</li><li>• Identify several purposes for reading and often select appropriate reading material to meet a variety of purposes</li><li>• Occasionally recognize an author's point of view</li><li>• Compare and contrast information from variety of sources</li><li>• Usually apply, articulate, and self-monitor decoding and comprehension strategies when reading literature and content area material</li><li>• Identify and compare some literary devices</li><li>• Set, monitor progress toward, and often meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Sometimes use vocabulary approaching grade level</li><li>• Actively make obvious and simple predictions and connections between new material and prior knowledge</li><li>• Sometimes summarize main idea</li><li>• Usually decode unknown words and apply a few strategies when reading</li><li>• Identify and compare a few literary elements and devices</li><li>• Generally apply, articulate, and self-monitor decoding and comprehension strategies; and sometimes evaluates reading progress</li><li>• Sometimes set and sometimes meet reading goals</li><li>• Identify several purposes for reading and sometimes select appropriate material</li><li>• Occasionally recognize an author's point of view and identify a few literary devices</li></ul>
<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use below grade level vocabulary</li><li>• Sometimes make obvious and simple predictions and connections between new material and prior knowledge</li><li>• Sometimes summarize main idea</li><li>• Sometimes decode unknown words and apply a few strategies when reading</li><li>• Occasionally identify purposes for reading and sometimes select appropriate material</li><li>• Sometimes identify literary elements and devices</li><li>• Rarely apply, articulate, or self-monitor decoding and comprehension strategies; rarely evaluate reading progress</li><li>• Rarely set or meet reading goals</li></ul>